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ABSTRACT

This handbook, written for volunteer coordinators working with programs in adult basic education (ABE) and English as a second language (ESL), consists of information dealing with the planning, day-to-day coordination, and followup efforts needed to utilize volunteers effectively. Addressed in the individual sections of the guide are the following topics: the extent and the cost effectiveness of volunteerism, the role of the volunteer coordinator, volunteer motivation, working with staff, program planning and evaluation, recruitment, job applications, interviews, placement and orientation, training, record maintenance, and recognition. An annotated listing of resources for use in developing volunteer programs and a handbook source bibliography are also provided. Appended to the guide are an assessment tool for use in planning or redesigning volunteer programs and a description of, and forms utilized in, the development of a volunteer program to provide ESL instruction to Indochinese refugees at Clark College in Washington. (MN)

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ABE/ESL VOLUNTEER PROGRAM
ORGANIZATIONAL HANDBOOK

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Janet M. Miller

INTRODUCTION

VOLUNTEERISM You are hearing more and more about it lately. The entire field is now experiencing a tremendous amount of growth. In direct relationship to this general evolution is an enormous increase in the amount of literature available about volunteerism (See Resources and Source Bibliography for suggested readings.)

Beyond the amount of written material regarding volunteers and the management of them, there are a number of other indicators that volunteers are being taken seriously at last. Such evidence includes the following:

-There is a marked improvement in leadership. Courses in volunteer administration are now offered in many colleges.

-Courses requiring some volunteer services are offered in colleges and high schools.

-Business and industry is showing support and encouragement of volunteer involvement among employees.

-There is an emergence of organized support systems for volunteers, such as Voluntary Action Centers, Volunteer Bureaus and national and state associations.

-Volunteers are being treated more as employees without pay, but with the benefits of paid persons.

-There is a movement toward regulation of volunteers through legislation.

-The use of stipend and enabling funds for volunteers is increasing.[1]

These changes and more are anticipated in the next decade of volunteerism. The most important realization that will come about is a concept that Cynthia Nathan, Staff Advisor in Citizen Participation for HEW predicted in 1971. "Recognition that volunteer programs are not without cost will finally permeate. Recognition will also come that expenditures of volunteer programs purchase what money cannot buy - citizen awareness, citizen concern, and the neighborly know-how, and the heart, the person caring that has no place in professionalism... No force is great enough to stop the concern of the citizen for his fellow man."[2]

COST-EFFECTIVENESS FOR VOLUNTEER PROGRAMS

There has been increasing interest among volunteer advocates in the field regarding the application of cost-benefit analysis techniques to volunteer programs. In these "cost-conscious times," it is becoming increasingly obvious that if expansion of the voluntary sector is to become a reality, those who provide the funds must be persuaded of the desirability of doing so. In short, analyses and justification of existing and planned programs will become more and more a necessity.

While much cost-benefit analysis appears to be an imperative for the future, it remains an issue fraught with confusion and ambiguity. It need not be so, for there are ways in which it may be applied to the evaluation of volunteer programs. The approach that may be considered most appropriate to volunteer programs is the somewhat modified version of cost-benefit analysis known as cost-effectiveness analysis.

The feature of cost-effectiveness analysis that makes it especially applicable to volunteer program evaluation is that it does not attempt to quantify benefits. Since benefits from volunteer programs are generally held to be intangible and incapable of measurement, this feature is especially relevant. Instead, cost-effectiveness analysis compares the costs of providing the same benefit in different ways or, put another way, examines the different costs of accomplishing a fixed objective. Thus, a volunteer program analysis using this approach would work from a fixed objective and show the variation in cost between using paid employees to accomplish the objective and the cost of coordinating volunteers to do the work. Although there are certainly costs to coordinating volunteers, a cost-effectiveness approach would still serve to portray their inherent advantages in terms of cost effectiveness.

The first thing one would want to consider is a specification of objectives. Often these will constitute a list of abstract goals that one hopes to accomplish via the volunteer program and will be very closely related to the benefits that one hopes to provide.

Any number of different objectives could appear, depending upon the type of program. Or the goal might be to help certain individuals function better or to help change attitudes and behaviors of clients. Other objectives might be to assure better service to clients, to supplement the work of salaried staff, or to improve the "atmosphere" of an organization. The objectives can be described in many different ways and the list of possibilities is virtually endless.

Along with the objectives it is conceivable that one could list the types of jobs or volunteer activities that exist, or would be developed, to accomplish the objectives. The decision-maker knows that the skills and talents of volunteers are used to meet the objectives but may want to know how or in what specific ways.

The next step would be to itemize actual or estimated costs of coordinating volunteers to meet the objectives, dividing costs into those that are direct and those that are indirect. In this area, two major problems may have to be faced. One problem may be a lack of adequate records by which to determine program costs, requiring extensive searching and perhaps forcing records to be brought up to date. A second problem is one called the "joint-cost problem" whereby a given expenditure serves more than one activity, thus forcing one to decide what portions of the costs to allocate to various activities. Attempts should be made to evaluate as many of these latter costs as possible within the limits of available staff capability, time, and money.

Despite these problems the analysis should include the breakdown of direct and indirect costs.

Costs generally falling into the catagory of indirect costs are: office space; utilities; costs of training volunteers; cost of keeping records; value of equipment (desks, chairs, typewriters, copier, etc.) used up by

VOLUNTEER COORDINATOR

The job of a volunteer coordinator is a busy one. It requires a great deal of time and energy. It is not the sort of additional work that an already full-time overworked staff person can or should handle. Such a person could not give justice to his/her job and the needs of a volunteer program. "Ideally the volunteer coordinator will be a full-time, paid staff member--if not now, as part of the agency's planning for the future. If in fact the coordinator is a present staff member who is assigned to the job on a part-time basis and who has been carrying a full load, adjustments must be made in his/her first assignment to accommodate the new work of the volunteer program. If the coordinator is to be a volunteer, either full- or part-time, he/she must be considered part of the agency staff in every way."[3] Keeping this in mind during your budgeting process will be an important factor. Granted, not all budgets can afford to provide for a full scale volunteer program with full time staff coordinator. However, you may find that some initial seed money is an essential ingredient for a successful program. (See Appendix CC1). Following are several "Possible Sources of Volunteer Coordinators." They are potential ways of securing someone to coordinate the volunteer program, without having to budget huge amounts of money.

Possible Sources of Volunteer Coordinators

College Work - Study Program

Work study students are available through most colleges and universities. Contact the Financial Aid Office.

Work study allows the employer (Community College or Voc-Tech ABE/ESL Dept.) to use the skills and services of students to meet staffing needs at minimal cost. Students generally work 15-19 hours per week (hours vary depending upon the work-study program) during school and up to 40 hours per week during vacations and the summer months.

Work study is subsidized in 2 distinct ways:

State work study - the employer is reimbursed up to 80% of the students' hourly or gross wages.

Federal work study - the employer is reimbursed 65% of the students' hourly or gross wages. The other distinct feature of Federal work-study is that the job must directly relate to the students' field of study and provide definite educational benefits.

VOLUNTEER MOTIVATION

Why does a person volunteer?

For almost every volunteer, you have a different motivation for volunteering. Most of those reasons can be categorized into several large headings. "The five most common and most powerful motivators are:

1. The need to be social, to meet and be with friendly and interesting people.
2. The need to feel a sense of belonging, of involvement.
3. The need to conform, often in response to peer pressure.
4. The need to make some kind of "useful" contribution to society.
5. The need to reduce personal feelings of responsibility for a problem or guilt-reduction."[4]

Unfortunately, for every reason to join a group, there are reasons to drop out of one. A national survey done by ACTION tells us that volunteers quit because:

--The project ended.

--They got a paying job.

--They moved away.

--There was nothing useful to do.

--There was poor or inadequate supervision.

This is the summary of ACTION's statistical findings. "The lesson here, for organizations interested in retaining volunteers, is that they must do a good job on supervision and recognition of volunteers. If they want more volunteers, they should pay special attention to people moving into the community and to those about to complete project assignments."[5]

Washington State Voluntary Action Center

VOLUNTEER MOTIVATION

What attracts people to volunteering or motivates them to volunteer?

There are many and widely varied kinds of volunteer assignments. We know that different individuals prefer different kinds of assignments for a whole host of different reasons. The same opportunity may arouse different interests or ideas of different possibilities within each individual prospective volunteer. A wide range of combinations of motivations may be active within any given individual at any given time. All variables taken together add up to the action taken by a given person with respect to a given volunteer opportunity.

The following are the most widely recognized motivations for seeking a volunteer assignment or responding to volunteer recruitment.

- learning new skills, developing talents
- meeting people and socializing
- exploring career interests or opportunities - (including "second careers")
- correcting an injustice to an individual or group
- improving living conditions
- improving the community
- improving the quality of life through cultural resources (arts, museums, etc.)
- pursuing a personal interest or hobby
- expressing love and concern for others
- civic duty
- establishing a reputation as a civic leader (individual)
- improving visibility (clubs or organizations)
- working for a credible organization
- being able to put new ideas into effective use or action
- utilizing professional skills more creatively than permitted on the job
- filling time in a meaningful way
- getting out of the house
- alleviating suffering from specific problems
- applying learnings from certain unique past experiences to help those experiencing the same problem
- exercising leadership
- providing resources
- changing public policy
- using already developed skills
- change of pace from employment or other full-time pursuits
- making sure public policy is enforced
- keeping a "worthwhile" organization alive
- promoting a specific cause
- engaging in enjoyable activities (having fun)
- building for the future
- remaining active and productive in the community after retirement
- gaining experience leading to a paid job or college degree

THE RIGHTS AND RESPONSIBILITIES OF A VOLUNTEER

Rights

1. right of being offered the opportunity to be a volunteer
2. right to be carefully interviewed and carefully assigned
3. right to careful supervision
4. right to be involved in planning and evaluation
5. right to do meaningful and satisfying work
6. right to be regarded as a person

Responsibilities

1. to be open and honest with your site from the beginning
2. to understand commitments of time and tasks and to fulfill them
3. to work to be accepted and respected by the staff
4. to participate in evaluation when asked to do so
5. to share thoughts and feelings with staff
6. to respect confidentiality
7. to seek honest feedback
8. to serve as ambassadors of goodwill for the site
9. to be effective advocates for change when it is needed
10. to bring the priceless gift of enthusiasm and service which lightens the load of all.

Marlene Wilson, speech delivered to the Boston Voluntary Action Center's institute, "Volunteerism: Putting It All Together," October 31, 1975.

WORKING WITH STAFF

One of the most often overlooked areas of volunteer management is that of staff preparation and staff responsibility. Because it is ignored, inadequate staff/agency support for volunteers has become an outstanding volunteer program problem. This chapter can do at least 3 things for you:

1. Make you aware of some warning signs to look for that may act against planning and implementing your program;
2. Provide several ways to judge the receptivity of your volunteer program among your administration and staff members; and
3. Offer suggestions about how to avoid staff problems by including paid employees in some of the facets of managing your program.

Volunteer coordinators need to be alert to topics which administrators may see as 'dangers' in a volunteer program. These include concerns regarding liability, insurance, confidentiality, cost, screening, and time/staff commitment. The trick is to make sure that administrators do not become focused on these 'dangers' without the ability to see the potential positive aspects. In Winning With Staff, Ivan H. Scheier discusses several situations you should be prepared for when working with your administration.

> "Here are two signals you should watch for: 'Sure volunteers are fine; you just go to it. No, we can't afford to hire a coordinator or director even half-time.' (This is the run-itself or manna from heaven syndrome.) 'Great, let's set a target for 100 volunteers by next month.' Finally, listen for phrases of the type: 'Fine idea, and I hope we'll get to it sometime next year. As you know, we're in the throes of reorganization/budget/summer school now.' 'Good idea. I understand you need careful planning for volunteers. I agree. Suppose you come in with a plan nine months from now and then we'll staff it out.' (This is the we'll get to it sometime syndrome.) To be sure, careful volunteer program planning should take three to six months. If it takes much longer, somebody is scared or reluctant."[6]

One way of clearly seeing how your administration feels about a volunteer program is to use the following "Top Management Checklist" (pages 19 - 23) which is by Bobette W. Reigel and found in Winning With Staff.[7] This can be very helpful to use when beginning a new volunteer program or when working on revitalizing an existing one. You will find that not all of the questions apply to your

TOP MANAGEMENT CHECKLIST[1]

The Top Management Checklist is designed for the administrator or high-level supervisor in the agency or organization. This administrator is not directly responsible for operating the volunteer program, but is ultimately responsible for several or all functions of the agency. In many cases, volunteer coordinators have found that this form can be administered to several levels of management in the same organization.

The Top Management Checklist is meant to get a reading on *specific* commitments which the administrator is willing to make on behalf of the volunteer program, distinct from generalized verbal support. Considerable tact and sensitivity is necessary in deciding whether or how to administer this form; for example, perhaps the volunteer coordinator will want to use it only as a basis for a discussion.

This is one of the few forms we suggest administering before a program gets started. If, at that time, top administration does not have minimal understanding or acceptance of the specific commitments necessary from them, the program should not proceed until they do have these. In fact, administration and discussion of this form may help start this process of understanding and commitment.

SCORING

Simply count the total number of checks and record. This total is considered the "raw score."

NORMS

The norm sample of 99 responses for the Top Management Checklist is still quite low, and thus the percentiles should be regarded as estimates only. Coordinators may find particular questions more significant for their programs than others (for example, questions 45 to 50).

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[1] Reprinted with permission, Bobette W. Reigel, *Basic Feedback System: A Self-Assessment Process for Volunteer Programs* (Boulder, CO.: National Information Center On Volunteerism, 1977), pages 18-23.

National Information Center On Volunteerism, P.O. Box 4179, Boulder, CO 80306

TOP MANAGEMENT SELF-CHECKLIST IN REGARD TO VOLUNTEER PROGRAMS

This self-checklist is for top management in your agency or organization, e.g., the Director, Executive Director, Chairperson of the Board, and possibly Associate or Regional Director as well.

The purpose is to enable you to check your attitude with other administrators, and with national practice, in regard to the amount of investment necessary and reasonable in a volunteer program in order to return good results.

Of course, not all the questions below are equally relevant to all agencies and organizations. We ask you simply to "translate" each question as necessary into the terms most relevant to your own organization.

Please read *each* statement below and then mark it according to the category which comes closest to your view.

Place *two* checks on each line if you're *sure* it's true for you . . . . . √√
Place *one* check on each line if you're *uncertain* or if it's only partly true √
Leave the line blank if it's *not* true for you. . . . . ____

If you don't have significant numbers of volunteers now, i.e., if you have no volunteer program, answer the questions in terms of "I would" or "I plan to." If you do have a volunteer program now, or its beginnings, answer according to how you actually operate now in regard to that program.

___1. We have a volunteer program now in our agency.

___2. I prefer to have volunteers incorporated as unpaid workers within the agency, rather than as a semi-independent auxiliary outside it.

___3. I believe volunteers should be involved in every part of our operations, working with all paid staff. I do not believe volunteers should work primarily and only for the director-coordinator-supervisor of volunteers.

___4. We can handle volunteer insurance and liability considerations without much trouble.

___5. Volunteers do well enough handling confidential materials. I don't see that as a matter to be particularly concerned about.

___6. I'm confident we can attract all the good volunteers we need.

___7. Volunteers can be found to help with professional level tasks, as well as more routine ones.

___8. The volunteer coordinator's or director's office is adjacent to and/or incorporated with those of the rest of staff.

___9. The volunteer program coordinator or director has his/her own secretary or support person.

___10. He/she has funds to purchase and/or print volunteer training aids and materials amounting to at least $10 per year per volunteer.

___11. Volunteers do have a room or desk space to call their own in our agency.

___29. I am not only *willing* to (questions 27 and 28), I actually *do so* at present.

___30. Our volunteer director devotes at least thirty hours a week solely to the volunteer program.

___31. Our volunteer director is a paid person.

___32. His/her salary level is that of a supervisory and/or highly skilled person in our agency.

___33. His/her level in administrative status is supervisory.

___34. He/she regularly attends and participates in staff meetings.

___35. He/she is given substantial time at these meetings to discuss the volunteer program with staff (at least 10% to 20% of meeting time, if necessary).

___36. I see the volunteer director at least once a week regularly for direct communication on progress and problems in the program.

___37. I see as necessary the allocation of work-time, travel, and registration-fee funds for attendance by the volunteer director at a minimum of two or three training workshops a year, for purposes of improving his/her program leadership skills.

___38. Our volunteer director concentrates exclusively on the volunteer program; he/she does not spend significant time on general public relations, community relations, or the like.

___39. Our director of volunteers has undergone special training and requires this on a continuing basis for the skills needed in his/her job.

___40. We have a framework or mechanism for identifying and looking at any suggestions volunteers may have for our agency's objectives or operations as a result of their work experience with us.

___41. We plan to have eventually at least one volunteer for every three consumers of our service (clients, patients, etc.).

___42. We have the above ratio or better right now.

___43. We plan to have eventually at least five volunteers for every paid staff member in the agency or organization.

___44. We have this ratio or better now.

___45. I plan to have at least one volunteer working with me directly or in my office, in administration.

___46. I have this situation right now.

___47. I myself am presently a regular volunteer in a program in this community (for at least five hours a month).

___48. Eventually I would definitely like to see some of our clients (consumers, patients) involved as volunteers.

___49. They are now, in *significant* numbers.

___50. I am willing to have the attitudes towards volunteers expressed here checked out against my actual supportive performance sometime in the next six months.

[ ] TOTAL SCORE

Signature (optional) _____ Date _____

Position _____ Organization _____

STAFF REACTIONS TO VOLUNTEER PROGRAMS[2]

This form is designed for paid employees who work directly with volunteers; for example, social workers, nurses, probation officers, or teachers. The form assesses paid staff's impressions of the volunteer program: levels of understanding, commitment, and satisfaction. If used regularly, it should help the coordinator identify the initial stages of staff resistance, while the problem is still manageable. This form can also aid in reorganizing the program towards staff needs.

SCORING

As with the Volunteer Feedback Form, some important responses are not categorized in this scoring index.

Question 2: 0 hours = 0. Beyond that, points *up to 10* for the number of hours reported divided by 2 and rounded to next highest whole number. Thus, if 7 hours is reported = 3½ points rounded to 4 points; 20 hours = 10 points.

3: (1) 0 listed = 0 points; 1 listed = 1 point; 2 listed = 3 points; 3 or more = 4 points.

(2) For every one of first three which appears *responsible*, add 1 point.

(3) For every one of first three involving direct significant contact with clients, add 1 point.

4: (a) = 0 points; (b) = 10; (c) = 5.

5: (a) = 0 points; (b) = 2; (c) = 4; (d) = 6; (e) = 10.

6: (a) = 10 points; (b) = 0; (c) = 5.

7: (a) = 0 points; (b) = 5 (line 1).

(a) = 5 points; (b) = 0 (line 2).

8: None listed = 0 points; one = 3 points; two = 5; three = 8; four or more = 10.

9: 0 or "none" = 10 points; one = 5 points; two or more = 0.

10: None = 0 points; one thing listed = 3 points; two things = 5; three things = 8; four or more things = 10.

12: (a) = 5 points; (b) = 0 (line 1).

(a) = 5 points; (b) = 0 (line 2).

_____

Total number of points (raw score)

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[2] Reprinted with permission, Bobette W. Reigel, *Basic Feedback System: A Self-Assessment Process for Volunteer Programs* (Boulder, CO.: National Information Center On Volunteerism, 1977), pages 29-33.

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STAFF REACTIONS TO VOLUNTEER PROGRAMS

This questionnaire is not intended to just make more paperwork for you. We need your frank ideas on the improvement of the volunteer program. You may sign it or not, just as you prefer. Please answer *all* questions on the form.

---

1. How long have you had any sort of contact with the volunteer program? _____

2. How much time during an average week are you in any sort of contact with volunteers? _____ hours.

3. What are the main different things volunteers do directly under your supervision? _____

   _____

   _____

4. What do you think is the best way of organizing volunteers for your agency? *(Choose the closest to right for you.)*

   a. In an organization of their own, as a separate auxiliary.
   b. Integrated within the agency as "unpaid staff."
   c. Undecided.

5. In relation to the total number of clients (patients, consumers) served by your agency-organization, what would be the best or highest ratio of volunteers to clients you would want? *(Choose the closest to right for you.)*

   a. One volunteer to 50 or more clients.
   b. One volunteer to 20 clients.
   c. One volunteer to 5 clients.
   d. One volunteer to 2 clients.
   e. One or more volunteers for every client.

6. Could the agency now use:

   a. More volunteers?
   b. Fewer volunteers?
   c. About the same number?

7. What concerns you more about the volunteer program? *(Check one in each line.)*

   a. Insurance-liability *-or-* b. Volunteer training
   a. Volunteer turnover rate *-or-* b. Spending too much time with volunteers

8. What jobs, if any, could volunteers usefully perform that they don't now?

   _____

   _____

   _____

There are several strategies for promoting commitment to volunteers by your staff. All of them center around involving staff in the volunteer program.

- Include staff in the planning stages. (A planning committee of staff, administrative personnel and current volunteers allows input from representatives of several affected areas.)
- Have staff members and/or teachers file a volunteer involvement plan for their own classes or students.
- Staff should participate as actively as possible in volunteer screening, training and evaluating. (This should be both in executing and in designing policy.)
- Provide orientation and training for staff in the use of volunteers. (Both staff working with and not working with volunteers should be familiar with the volunteer job descriptions, context of the training given to the volunteers, and the day-to-day workings of the program.)
- Involve staff in the volunteer training.

It is important to acknowledge the fact that not all staff members will want to work with volunteers. That is okay, it's not for everybody. Resistant teachers should not be forced into the utilization of volunteers. But even though not everyone will want to actually work directly with your volunteers, do not leave reluctant staff members out of the planning, orientation, or training. Ignorance of your program may encourage more misunderstanding among the staff.

And remember, attitudes do change. One teacher may see another working well with volunteers and may be open to trying at a later date, particularly if not pushed into doing so. Try to make that sort of entry available.

SOME MAJOR STAFF RESPONSIBILITIES IN ENABLING VOLUNTEERS TO DEVELOP ON THE JOB

Be sensitive to what the volunteer brings, his/her potential, and his/her needs for support, watching for clues as to his/her interests, hopes, expectations.

Seek and utilize opportunities to involve appropriate volunteers in providing support, stimulation, recognition to other volunteers.

Plan with the volunteer in terms of how his/her needs for training and support can best be supplied: his/her available time, willingness or ability to do "homework", reading, etc.

Develop sensitivity to what kind of experience or training the individual volunteer will best respond to.

Be selective and well-focused on providing any training, reading matter, etc., to insure good use of volunteer's time.

Be alert for opportunities within the volunteer's assignment for offering experiences that will provide stimulation.

Be continuously alert to opportunities for genuine and purposeful recognition related to individual's needs and aspirations.

Adapt your own share of a team job to use volunteer's strengths and enable him/her to grow.

In planning with the volunteer, allow for the loss of learning and momentum in part time work.

Insure that the volunteer understands essential technical terminology, professional "mores", etc.

Encourage volunteer initiative and experimentation.

Look at the volunteer's performance in terms of his/her "contract" and determine with the volunteer what the reasons are for any failures to fulfill commitments, and replan accordingly.

PROGRAM PLANNING AND EVALUATION

> In "Preparing The Volunteer For Work", Sean McAlea explains that: "Anyone involved in the management of volunteers is aware of the investment in time and energy it requires. Volunteers do take time. In fact the greatest investment occurs BEFORE the volunteer is ever placed in a work assignment. It is the preparation for the work phase which most often is neglected and is the primary cause for volunteer undependability, tardiness and attrition. The degree of commitment a volunteer makes to his or her job is in direct proportion to the degree to which staff has prepared the volunteer for work."[9]

Program planning is the key to the success of your volunteer program. As with all programs or projects, planning can allow you to foresee potential problems and make it possible to avoid them or effectively deal with them should they arise. Planning provides you with a basis for change; it tells you where you are going, where you've been, and where you should go; and it helps keep your program on schedule.

It is advisable to operate a small pilot project to demonstrate the usefulness of volunteers in your program and to serve as a model for later expansion. Basically what this means is that is is not practical to plan on 100 volunteers working with 1-200 students the first quarter you implement your program. Plan to start small, then work up to a large scale as your needs, resources, and experience increases.

Program Planning Model

Here are some basic steps in program planning that can make it possible for the volunteer program at your Community College or Voc-Tech to start on a good note.

- Formulate a Mission Statement

  This statement:

  1. Focuses on what gets done.
  2. May say little about what we do.
  3. May say even less about how we do it.
  4. May be broad or narrow, simple or complex.
  5. Usually is long-term and long-standing.
  6. May or may not be measurable.
  7. Must be understood by all in your agency:
     a. brief and memorable
     b. in writing
     c. often communicated

they will be more cooperative and interested in the utilization of volunteers. This will also insure that your program does not exceed the <u>needs</u> of the Community College or Voc-Tech.

Budget Planning

When developing your organizational goals and objectives, it is important to look beyond <u>what</u> you want to do. Don't forget <u>HOW</u> you are going to do it; this includes a realistic budget. There are a few things you should consider.

- Staff salaries - paid volunteer managers are increasing in number as professional preparation and recognition of the value by having staff position increases.
- Travel reimbursement for your manager (paid or non-paid).
- Office supplies, printing, mailing, telephone and resource materials.
- Orientation, training and recognition efforts for staff and volunteers.

Job Descriptions

A job description for a volunteer? Yes. Many volunteer programs fail because the roles that volunteers are to play in an agency are never clearly defined. Problems then result in confusion for the volunteers and many times resentment on the part of paid staff.

These descriptions serve a number of purposes. A job description:

- Forces you to clearly think through how you might utilize volunteers.
- Defines a person's responsibilities and duties.
- Outlines time commitments and qualifications of volunteers.
- Works well as a recruitment device.
- Provides a framework for interviewing, screening and selecting volunteers.

SOME BASIC CRITERIA FOR DEVELOPING VOLUNTEER POSITIONS

1. Is this a real job? Can its usefulness be made clear and concrete to the volunteer?

2. Can this job be done satisfactorily on a part-time basis?

3. Will time required for training and for support be in proportion to the volunteer time needed in actual service?

4. Can essential supportive staff work be provided?

5. Can staff work adjustments be made or "back-stops" be built in if the volunteer's other priorities make this necessary?

6. Does the job consider the varied interests and skills a volunteer may bring and the value of his/her community relationships?

7. Are there possibilities for volunteer satisfaction in doing this job?

8. Is it probable that the kind and/or number of volunteers required for this job can be recruited?

9. Can you imagine a person really <u>wanting</u> to do this job?

NOTE: This would be for a tutor working in the classroom and/or in close contact with instructors

SAMPLE JOB DESCRIPTION

AGENCY: Any Community College
PROGRAM: ABE/ESL Volunteer Program
SUPERVISOR: JoAnne Boss, ABE Director
JOB TITLE: Literacy Tutor/ESL Tutor
VOL. COORDINATOR: Sam Hill
DATE: September 1, 1982

A. General Description

The volunteer will tutor 1-10 adults in either Basic Literacy or English As A Second Language during school hours under the supervision of an an ABE/ESL instructor.

B. Requirements

Each volunteer will be required to:

- Be over age 18
- Speak, read and write English fluently
- Complete an orientation (3 hours) program
- Attend as many training sessions as possible during 1st six months tutoring-OR-attend a recognized Basic or ESL Training (ie. Laubach, LVA, etc.)
- Keep a monthly time record
- Make a time commitment of at least 1½ hours per week for a period of six months

C. Activities/Responsibilities

Volunteer tutors will:

- Attend at least one ABE/ESL class per week and work with student(s) designated by instructor
- Meet with instructor at least once a month to discuss student(s) progress and lesson planning

D. Location/Time

Tutoring will take place:

- during school hours (specific times are to be worked out with instructor, tutor and volunteer coordinator)
- at Any Community College

E. Responsible to

ABE/ESL Instructor
Sam Hill
Student(s)

F. Resources

Human

Sam Hill, Volunteer Coordinator, Any C. C. (555-1212 ext.310)
Sarah Teacher, ESL Instructor, Any Community College (555-1212) - supervise several volunteer tutors in working with refugees
James Town, Any Literacy Council Chairperson (555-2121) - works with 36 Basic Literacy Students in Amy's local jail
Jane Elderly, RSVP Director-recruits, places and manages senior volunteers in unknown county

SAMPLE JOB DESCRIPTION

NOTE: This would be for a tutor not working in the classroom or in close contact w/instructors.

AGENCY: Any Community College
PROGRAM: ABE/ESL Volunteer Program
SUPERVISOR: JoAnne Boss, ABE Director
JOB TITLE: Literacy Tutor/ESL Tutor
VOL. COORDINATOR: Sam Hill
DATE: September 1, 1982

A. General Description

The volunteer will tutor 1 to 3 adults in either Basic Literacy or English As A Second Language.

B. Requirements

Each volunteer will be required to:

- Be over age 18
- Speak, read and write English fluently
- Complete an orientation (3 hrs.) program
- Attend as many training sessions as possible during 1st 6 months of tutoring-OR-attend a recognized Basic or ESL Training (ie. Laubach, LVA, etc)
- Keep a monthly time record
- Make a time commitment of at least 1½ hours per week for a period of six months.

C. Activities/Responsibilities

Volunteer tutors will:

- Plan lessons for and tutor 1-3 adults at least X hours per week.
- Keep a notebook on student progress

D. Location/Time

Tutoring will take place at:

- unknown community college
- the student's home
- the tutor's home
- university X
- another, mutually convenient location
- times that are convenient for both students and tutors

(The specific locations and times are to be worked out with the student, tutor and Volunteer.)

E. Responsible to

Sam Hill
Student(s)

Evaluation

The final phase of planning which should be discussed is evaluation. One way to gauge your program's success is to express some of your criteria for success prior to starting a project. You might want to ask the members of the planning committee to write down ideas of "success signals", either individually or as a group. Then ask them, "two years hence, how will you know that the program has succeeded?" The list of ideas can then be combined into a composite list, and the group should be asked to prioritize them. Those points can be entitled: We will be successful if...; and it should be reviewed periodically with all group members. Discussions should focus on those areas where little or no progress has been made. From there, you can adjust your strategies while the program is in progress.

There are a number of basic things that a good evaluation can do:

- Provide information for decision making.
- Measure how well your group is doing to achieve its goals.
- Pinpoint particular activities or projects that could be improved.
- Help clarify "fuzzy" goals and objectives.
- Facilitate your planning of future projects.

These are things that evaluations CAN do, but only if the results are acted upon. Ivan Scheier has a great answer for what should be done with evaluation results:

--Disseminate
--Discuss
--Do something
--Don't file

In the Appendix you will find an evaluation tool designed by the Volunteer Bureau, Voluntary Action Center of Seattle that can be of some help in evaluating all the facets of your program. "Reviewing Your Volunteer Program--A Tool For Planning or Redesigning Volunteer Programs" will ask you some questions you might not have thought to ask yourself.

RECRUITMENT

No matter how effective your volunteer program is running, you will not find volunteers flocking to you; you will have to go out and find them and convince them to volunteer for you. Marlene Wilson says that, "The best recruitment tools are a good sound volunteer program and meaningful jobs." So getting those tools to work for you is what the recruitment is all about. Here are a number of general suggestions and steps you ought to consider when planning and implementing your recruitment of volunteers.

- Specific, rather than general recruitment is more effective. Generalized P.R. is a great tool for letting the community know about your program, and to establish visibility and credibility; however you won't recruit flocks of volunteers that way. A better way to recruit for volunteers is to begin by considering the kinds of volunteer jobs you have to be filled: direct service to students (tutors, teacher's aides, etc.), administrative aides (typing, recordkeeping, intake assessments, etc.), research, and fundraising. Volunteers to each of these different job areas may come from a different source.

Choose appropriate audiences whose interests and priorities match your needs. Churches who have sponsored refugee families may be great sources for ESL tutors.

Remember, housewives are not the only volunteers. Women both employed and not employed make great volunteers. The same goes for men; more and more of them are volunteering. Most importantly, recruitment needs creative thinking! (Non-traditional volunteers make up a vast neglected market to target for your recruitment.) Seek out untapped groups. Many people want to do something that they enjoy, but do not regularly do in their daily lives. You may find an accountant, secretary, or bicycle mechanic who would really like to tutor an adult in literacy skills. Be as specific and as honest as you possibly can. If the volunteer jobs you have are different from the ones they are looking for, say so.

- Plan a year-round recruitment process. Bringing new volunteers into the program needs to be an on-going process and timing can be crucial,

possible examples. These groups are there to help you find appropriate volunteers. Usually all you need to do is to submit a job description so they know what you need.

- THE MOST EFFECTIVE RECRUITMENT IS DONE BY SATISFIED VOLUNTEERS, STUDENTS AND STAFF. They will share their enthusiasm. After your program is firmly established some volunteers might seek you out. Word of mouth may be your best recruitment device.

RECRUITMENT TIPS

•Recruitment is the crystalization of program development.
•Project development, recruitment, screening & training of volunteers should not each be considered separately.
The more you're involved in development, the more knowledgeable you'll be about the project, and therefore, the more credibility you'll have in answering questions about it.

•Recruitment must take careful preparation & planning. Some one person must be delegated the responsibility of coordinating recruitment; it cannot be simply left up to the group.
Others can and should be involved, especially in referrals and in interviewing.

But: realize that not everyone is a good recruiter, or a good interviewer! It requires a conviction that their recruitment efforts are essential to the success of the project.

"The people who really care about recruitment are those who will have to work with the results."

If the volunteer supervisor is delegated the responsibility, s/he can provide the potential applicant with a good introduction to not only the organization, but also to the work.

It all starts (in the mind of the applicant) with the recruiter. An applicant's expectations of the organization and the project begin to form with the first personal contact.

•Recruitment takes imagination, time & energy.
The name of the game is to make yourselves known, to spread the word.
Figure out why someone would join your organization!

Develop a clear, up-to-date recruiting sheet, ie., a job description.
List qualities needed as well as skills needed. Give it to the applicant.

You and your sheet must be clear about the tasks that need doing & the type of volunteer needed to do them best.
Have on paper, if not on your recruiting sheet, the qualities and characteristics of the person you are looking for.

An attractive brochure that goes more deeply into the history, goals, etc., of the organization can be a good recruiting tool that the applicant can take with him/her (and you can utilize it in other ways.)

* Most good recruitment efforts can be good publicity/community awareness efforts for your organization.

Realize that recruiters are as much information points as recruiters.

•Develop a strategy, a list of possible resources/contacts.
•Be aggressive. Actively seek potential volunteers where you think they are most likely to be. It takes a deliberate effort of outreach on your part.

Offering the Opportunity Effectively

It is important that the potential volunteers perceive the opportunity they are being offered as interesting and worthwhile. The following are some of the techniques that may be especially helpful here:

- In a warm, personal telephone call make a date to see the applicant at a mutually convenient time and place. (Often it helps to go to the potential volunteers' home rather than ask them to come to an office.)

- Send a handwritten note inviting them to a meeting of potential volunteers or to an appointment with the recruiter.

- Have someone the prospective volunteer knows approach them personally on a one-to-one basis.

- Allow for immediate sign-up after presenting to a group the kinds of volunteer opportunities available, so the potential volunteers will feel that they are really wanted and that there is an organization ready to receive them.

- Have the particular client group needing volunteers recruit directly. For example, teen-age groups needing an adult sponsor or resource person often do a better job recruiting their own volunteers than could be done through the general recruiting efforts of the larger agency or organization.

- Seize the right moment, such as a chat at the market where a person shows interest, or after a community meeting in which someone's interest has been expressed.

- Invite the potential volunteer to visit the organization's headquarters. Let them meet other volunteers already on the job, see what they are doing and how they feel about it. Introduce them to some of the professionals on staff. Here is an opportunity for the potential recruit to get the feel of how the professionals see themselves in relationship to volunteers.

- Involve the potential volunteers in an activity without committing them to it. For instance, 13 poverty-area volunteers were invited to visit the pediatrics department of a local hospital, where they had the opportunity to see how patients were treated and to ask questions of doctors, nurses, patients, and the clerical and custodial help; they then reconvened a week later to talk about what they might like to do as volunteers in that setting.

- Use personal follow-up. This may mean telephoning to see how the person feels about the opportunity a week later, or it may mean a warm personal letter, a coffee hour, or a home visit. Whatever the method, follow-up is a crucial factor in attracting the potential volunteer.

- Encourage prospective volunteers to state their needs, interests, and expectations. It is important that people who are about to donate their time to an organization be given an opportunity to ask all the questions they have and to think over how and when they might best serve and with whom they would like to work.

JOB APPLICATIONS AND INTERVIEWS

VOLUNTEER JOB APPLICATIONS/QUESTIONNAIRE

Once your recruitment program is underway, you'll want some basic information about all prospective volunteers. One good way is to have some sort of intake or information gathering tool.

An application, questionnaire or registration form works quite well for this. It can provide you with some essential data and be a good starting point for the interviewing, screening, and placing your volunteer according to his/her interests and your needs.

It is important to decide what you want this application to accomplish.

Will it give you information about:

- -What days and times the volunteer is available?
- -The educational background of the volunteer?
- -Interests, hobbies or skills of the volunteer?
- -Past employment or volunteer duties of the volunteer?
- -References about that experience?
- -The availability of transportation for the volunteer?
- -The effectiveness of your recruiting techniques (i.e., how the volunteer found out about your program?)

The volunteer application can do any or all of these. Following, you will find a sample which may give you a basis to start from. You may want to be more or less specific. These are a few things to consider:

- -ask for information you can really use;
- -do NOT ask for references unless you intend to call or write them;
- -although each new volunteer should complete an application, you need not 'hire' each person who fills one out;
- -questions about educational levels are not nearly as important as those about experience.

SAMPLE

APPLICATION FOR A VOLUNTEER POSITION

Name_____ Phone: Day_____
Evening _____

Address_____

In Case of Emergency: Name_____ Phone_____

Education:

1 2 3 4 5 6 7 8 9 10 11 12 (please circle) grades — 1 2 3 4 college — 1 2 3 Post-graduate

Other special education/training:_____

Have you done volunteer work before? yes_____ no_____

What kind?_____

_____

Past employment (paid and/or volunteer):

Have you ever taught (paid or volunteer) before now? yes_____ no_____

What was the nature of this experience?_____

_____

How many hours per week can you volunteer for this program? 2 3 4 5 6 (please circle)

What time: Morning_____ Afternoon_____ Evening_____

What days: Sunday Monday Tuesday Wednesday Thursday Friday Saturday

What hours: _____a.m./p.m._____

What type of volunteer job would you like more information about/appeals to you?

_____ESL individual tutor
_____Math tutor
_____Typing
_____Training
_____Record Keeping
_____Basic Reading individual tutor
_____Reading group help
_____Special Projects
_____Other

How did you hear about this program:

_____Friend
_____T.V.
_____Poster
_____Radio
_____Newspaper
_____Church Bulletin
_____Other

I hereby commit myself to volunteering at Any Community College ABE/ESL Program for the period of six months.

Date_____ Signature_____

INTERVIEWING

Interviewing a prospective volunteer is one of the important steps in introducing him/her to your program. The major purpose is to determine the suitability of the applicant for volunteering in you program and to begin the placement process according to the needs of your agency and the prospective volunteer. In many cases the interview serves another purpose: it becomes the first step toward orienting and training the volunteer who accepts and is acceptable to your program. For that reason, each applicant should have an interview, no matter how well he/she may be known to you.

Using two interviewers, perhaps one staff and one volunteer, helps make evaluating the interview more objective. The application/registration form will help you know what the volunteer's interests and experiences are. You may want to begin by explaining your program and some positions his/her interests and experiences may qualify him/her for. Interviews are often much more relaxed if carried on in an informal setting, without a desk between you the prospective volunteer and, perhaps, over coffee.

During the interview you will want to give the volunteer ample opportunity to ask questions and tell you in depth of his/her interests. Some volunteers will readily supply this information; others, perhaps less sure of exactly what they want to do, will need more encouragement. At this point, your job is to discover as much as you can about the prospective volunteers and to let him/her do the same with you. On page 58 you will find a list of some sample questions you might want to ask a prospective volunteer in an interview.

You may find yourself interviewing a volunteer who is unsuited for your specific program. This could involve a prospective volunteer with a mental health problem, or someone who, in your judgement, is not suitable due to physical limitations or lack of specific skills. In any of these cases it is essential that you do not leave the volunteer without an alternative plan. It is handy to have information on other possible areas of community involvement, general information on counseling programs, mental health teams, legal and financial services. Note: although you are not setting out to solve an applicant's problems, you can help by providing some resources for him/her.

EVALUATING THE INTERVIEW

This evaluation needs to be done as objectively as possible. If there were two interviewers, each should evaluate the prospective volunteer's interview independently. The criteria for evaluation should be established beforehand according to program goals and needs. Some things you may want to look for are:

1. Does the volunteer seem genuinely interested?
2. Does the volunteer have ample time to meet your program needs?
3. Do the volunteers interests match your needs?
4. Is the volunteer willing to take part in necessary meetings and training sessions?

Take time to make notes on the interview after it is over. It is too easy to forget all that information you gathered in your 15-30 minute discussion.

It is important to consider each fact about the volunteer in relation to all others. Avoid basing evaluations on impressions, rather, consider the volunteer's SKAPATI - Skills, Knowledge, Ability, Physical Status, Aptitudes, Traits, Interest. Also, don't forget about the prospective volunteer after the interview. Make sure you follow-up, see how things work out and how the volunteer feels about the placement.

Remember, the volunteer will also be evaluating his/her impression of your program. Should you both decide that the volunteer can add to your program, then you're ready for the next step of placement and orientation.

WHAT MADE YOU WANT ME AS A VOLUNTEER?
MY PERSONALITY, ORGANIZATIONAL SKILLS OR ENTHUSIASM
NO
THEN WHAT WAS IT?
YOU WERE NEXT ON MY LIST

PLACEMENT AND ORIENTATION

Once you have chosen a volunteer and he/she has chosen you, placement and orientation are next. The potential volunteer is eager to start work and needs to be shown what to do, how to do it, and why it is done. This will vary, of course, with each particular job, but the volunteer needs to know exactly what is expected of him/her and what to expect from you.

PLACEMENT

"Even when volunteers are recruited for a specific task or position, or when the need for volunteers is great and few volunteers are available, selection and placement must be given careful consideration. If the organization is to benefit from the volunteer's service and the volunteer is to achieve satisfaction, the volunteer and his/her job must be well matched."[10]

In his book Using Volunteers In Court Settings, Ivan H. Scheier discusses the necessity of carefully placing volunteers. This is essential for several reasons:

"1. The clients of the agency must be protected. They must be helped, not hindered by any volunteer involvement;

2. The agency's reputation is greatly affected by the volunteers who work there;

3. Morale of paid staff and other volunteers declines when inappropriate or poor volunteer placements occur; and

4. The volunteer him/herself suffers when misplaced."[11]

ORIENTATION

This may be a good time to give the volunteer a volunteer's guide which clarifies the mutual commitments being made. For example, the program may commit itself to:

1. plan programs involving the volunteer
2. treat the volunteer as staff
3. provide the volunteer with meaningful roles
4. solicit volunteer opinion in planning
5. provide guidance when needed
6. provide volunteer training opportunities
7. provide recognition and support.

The volunteer in turn commits him/herself to:

1. respect program policies and rules
2. accept guidance in the spirit it is given
3. attend training sessions and meetings
4. be prompt and dependable
5. keep trusts confided in him/her by staff or those he/she serves
6. accept responsibility

In addition to final clarification of these mutual commitments, the volunteer also need to become familiar with the place he/she will work, the location of materials he/she may need, emergency procedures, and the overall philosophy of the program. One thing you will want to do early in orientation is make proper social introductions to staff, fellow volunteers, and those served. Such introductions will greatly contribute to acceptance of a new volunteer.

You may also want to institute a trial period program. During this time, perhaps a month, both the volunteer and program can evaluate their commitments. At the end of this period, a second interview between the volunteer and the volunteer coordinator may occur. At this time a discussion should point out the strong and weak points of the placement. New questions may have come to mind and could conveniently be answered at this time. In all probability the forecast will be a long and happy relationship between the volunteer and his/her future with the program.

It is important to remember that your volunteers may be totally unfamiliar with adult basic education, vocational technical schools, and/or English as a Second Language. Orientation of that kind can be effectively done in the training of the volunteers. But although you may have dedicated and willing

ORIENTING YOUR VOLUNTEER:

THINGS VOLUNTEERS SHOULD KNOW ABOUT YOUR ORGANIZATION

	#	Things volunteers should know about your organization:
	1.	The client benefits of your organization
	2.	The goal/mission (purpose) of your organization
	3.	Why/how you are unique
	4.	How you relate to other organizations in the community
	5.	Code of ethics by which volunteers are bound. Especially important if volunteer is working with confidential information.
	6.	The role of volunteers in your agency
	7.	Line of authority
	8.	The basic budget of your organization
	9.	The history of the organization
	10.	Procedures when sick
	11.	Attendance and punctuality requirements
	12.	Vacations and holidays
	13.	Who are your key staff
	14.	Program activities
	15.	Social activities of organization and volunteer group
	16.	How do clients come to your agency/student assessment procedures
	17.	What a typical client is like
	18.	Do's and Don'ts in dealing with clients
	19.	Basic organization staff relations policies (who to call if sick, dress code, etc.)
	20.	How a volunteer "survives" in your agency • Parking • Coat Racks • Coffee • Check-in procedures • Mail boxes • Place for handbags • Working space
	21.	How this particular volunteer job helps the organization reach its goal

TRAINING

Effective training is a very important ingredient in any volunteer program. It is especially necessary when using volunteers who are unfamiliar with the kinds of jobs you will be asking them to do. Even retired school teachers can use some training in the characteristics of adult learners, new literacy or ESL teaching methods, and the specific needs of your students.

PLANNING A VOLUNTEER TRAINING SESSION

One important aspect of any training is its planning. It is obvious that without advanced planning the success of any training session is totally dependent on luck -- a very unstable variable. With some advanced thought, the session can be well organized and ultimately successful.

Remember that your two basic goals in training are 1) to communicate whatever specific program information and skills the volunteers need and 2) to develop volunteer spirit and enthusiasm. Whatever you do should be planned in light of these two broad, fundamental goals.

Several questions must be answered during planning. First, who is the training for and how many will attend? Previous experience and time commitments of the volunteers must be considered in your planning. Secondly, what are the specific goals of the training. Of course, these goals will vary from program to program. You may want to sensitize volunteers to the needs of the adult learner, functional illiterate, ESL student, etc., as well as provide them with specific skills necessary in their volunteer work. Whatever your goals, be sure that they are clearly defined. Once your specific goals are clear, you know where you want to go. This knowledge can guide your planning and later your evaluation of your success.

Thirdly, you should discover what the volunteers' expectations for the session are. What do they feel they need to know? Such expectations will directly influence the session. Discovering what they are prior to the session may be accomplished by including some volunteers in the planning. If this is not done, then volunteers should be encouraged to express their concerns and expectations early in the sessions.

In evaluating, clear goals are again important. Evaluation of training is nothing more than comparing what was accomplished in the session with what you set out to accomplish (your goals). Discovering what was actually accomplished can be done easily enough. Let it suffice to say that evaluation of training sessions should be planned in advance and be considered a basic element in all sessions.

In summary, when planning a training session, remember to stress 1) communicating the information or skills the volunteers will need and 2) developing volunteer spirit and enthusiasm. Your planning should center around answering the following questions:

1. Who is going to attend?
2. How many are going to attend?
3. What should the volunteers know when the session is over (the specific goals)?
4. What are the volunteers' expectations?
5. What is your training budget?
6. What is your time schedule?
7. For each segment of the training,
    a. what is the time schedule?
    b. what is the purpose and activity?
    c. what is the method for presenting the activity?
    d. who is responsible?
    e. what materials and resources are needed?
8. What physical facilities are needed?
9. How flexible can the session be and still reach the goals?
10. What evaluation of the session is to be done?

If it sounds like training volunteers takes up valuable staff time and energy, that is quite accurate. Any good program of volunteer services requires an investment on the part of the programming staff as well as the volunteers.

TRAINING METHODS

Once the volunteers and staff are brought together at a training session, the real work begins. The following is a list and brief description of seven different ways to present information in a training session. All are effective, but remember, the more involving the methods the more everyone, staff and volunteers, will learn.

say at this point?" Especially if the play or skit has a powerful point, group discussion should follow its presentation.

5. Audio-visual aids. Charts, blackboards, large pads and pens for group note taking, slides, tapes and films are a few of the media items that can be effectively used in training sessions. Visual input reinforces points that are being made by lecturers or in discussions. Slides, tapes, and films may provide the feelings and facts of a program or issue much more directly than lectures. Certainly these can inspire discussion and questions. Remember to use films and slides to help you reach your session goals and not just as time fillers. Select your films carefully so they'll make the point that you want them to.

6. Small groups. The versatility and effectiveness of small groups is endless. Discussion, problem solving, reporting, planning, and brainstorming are just some of the possible activities in small groups. Small group interaction is facilitated by arranging chairs in circles or around tables. Sometimes each small group will have a trainer to provide leadership and information. But such leaders are not necessary in many groups, especially if the task of the group is clear.

Just as mixing the background and knowledge of panel members increases the value of the panel, mixing small group members by sex, age, expertise, and role increases the possible depth and interest of small group activities.

Several group tasks are discussed in depth below.

a. Discussions. The participants' expectations for a training workshop, reactions to a presentation, questions for a guest speaker, knowledge about specific tutoring techniques, and ideas are just a few of the topics that can be covered in small group discussions.

b. Reporting back. Often the ideas generated in small group discussions need to be shared with the whole group. Methods of reporting back this information are thus very important. Recording the main ideas of a group on large pieces of paper is a good beginning. These papers can then be tacked up in a place where everyone can read and study them. Or each group may verbally report the main points of their discussion. If there are many groups, have each group report only one main idea, not repeating any from before. Continue this reporting until all ideas have been covered. The leader may want to record each of these in front of the whole group with a large pad and felt pen.

c. Brainstorming. This is possibly one of the most productive tasks a group can undertake. The purpose of brainstorming is to generate as many ideas as possible on any given subject. The five rules are easy to remember and, if followed, the results often are creative

for more details on availability and contacts for training.) Should you decide to develop your own training sessions or create a 'variation on a theme' these are some topics you will want to include.

Literacy or Language Arts Volunteer Training

Sensitivity to the functionally illiterate student/adult learner characteristics
Progression of skills
Experience story technique
Sight words
Phonics
Writing skills
Grammar rules
Developing lesson plans
Resources and materials

English as a Second Language Volunteer Training

Sensitivity to ESL students/cross-cultural awareness
Pre-literacy, literacy
Repetition and substitution drills
Vocational ESL
Survival ESL
Pronunciation
Resources and materials

Math Volunteer Training

Progression of math skills
Math terms
Printed books, materials, games
Real life math problems--identify skills needed and potential teaching materials

In-Service Training/Support Meetings

As your program progresses and as your tutors/aides are working with you, you'll need to be aware of the on-going training needs of these volunteers. Many literacy organizations find that monthly or bi-monthly meetings are necessary, both to provide some additional training and to give volunteers a chance to share their tutoring problems, concerns and joys. These would be ideal situations to talk about: learning disabilities - what they are, signs of them and where to go for help; the advanced ESL student - conversation, citizenship, and verb tenses; how to use a newspaper or job application for a lesson; speech sounds and phonics rules; etc. The best source for ideas will be your volunteers. Listen to their questions and plan your in-services based on those needs.

TIPS FOR TRAINERS

1. Be careful not to talk down to trainees: These volunteers are adults and many are professionals.

2. Allow time for trainees to express themselves: Education, at its best, is a shared experience.

3. One person (trainer) should not do all the talking: In long training sessions, training responsibilities should be shared by several people.

4. Don't read from the book: Training is used to demonstrate and illustrate what information is available in written form.

5. Be prepared for each training session.

6. When training a number of people at one time, organize the group so that trainees with the similar level of knowledge of the subject are in the same group.

7. Keep training sessions short: Trainees begin to lose attention and enthusiasm when sessions are long or are not broken up by breaks or activities. 1-2 hours is good.

8. Make material/presentation/handouts as interesting as possible.

9. Use visual aids and demonstrations, where applicable, in addition to simply talking about a subject.

10. Always summarize at the end.

RECORD MAINTENANCE

After recruiting, interviewing, placing, orienting, and training your volunteers it may seem like the program will run itself and that little work on your part will be necessary. Unfortunately it doesn't really happen that way. All of those processes are on-going and therefore require frequent attention and energy. In addition, just because you have your volunteers placed doesn't mean you can forget about them. It will be important for you to keep current records on the program, provide support meetings and in-service training, and participate in some volunteer recognition efforts.

Recordkeeping

Dull as it may sound, recordkeeping is imperative for the success of your volunteer utilization. Those administrative decision makers that allocate funds and personnel to your program are going to be interested in seeing written statistics and results--proof that the time and energy spent is/was actually worth it. Unfortunately, the kind of results you get in a tutoring program are not the kind that generally look impressive on paper. Most of your successes will look like this:

- -A student learned how to fill out a job application.
- -An ESL refugee student now feels comfortable when asking for information on the phone.
- -A student found a job.

Yet, although you may be starting on a very small scale and your successes will be quite personal and statistically unmeasurable, you can show amounts of growth and time spent through written records.

It is a good idea to have each volunteer keep a time sheet to record his/her volunteer hours. (See pg. 79 for a sample Time Sheet and Student Attendance Record.)

Not only will those time sheets be important in the gathering of statistics, but also for reasons of insurance and liability.

NOTE: Volunteers are covered under a state insurance policy for Medical Aid purposes when volunteering at a community college or voc-tech. See Title 51.12.035 RCW Industrial Insurance. This is available only for volunteers who tutor on campus and who keep a written record of their volunteer hours.

TUTOR'S NAME _____

STUDENT(S) NAME(S) _____

_____

OR PLACEMENT _____

VOLUNTEER HOURS AND STUDENT ATTENDANCE RECORD

MONTH					YEAR	
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

MONTH					YEAR	
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Please mark whether your volunteer hours were spent:

T = Tutoring
W = Workshop/Training
M = Meetings or in-service training
O = Other (Preparation time, travel time, etc.)

Total: Tutoring Hours _____

Total: All W, M, & O Hours _____

At the end of each two months, mail to:

Carol Coordinator
Any Community College

Tutoring Schedules

It is going to be important to keep some kind of record of who is tutoring whom and when. The following is a sample schedule adapted from one used by Clark College Refugee Tutoring Program. You will note that most of the vital details are listed on the schedule:

- tutor's name,
- tutoring site,
- tutor's phone number,
- student(s) or class where tutoring takes place,
- nationality (C,L,V,Ch,K) or nature (Lit, GED, M) of those students, and
- the times and days that students are tutored.

Tutoring Schedule

Winter 1984

Tutor location	Phone	Student(s)	Time	Days
Joanne Tutor Any Voc-Tech	555-3131(h)	Sam Student (Lit) Wanda Diploma (GED)	1-2pm 2-3pm	Mon, Thurs Mon, Thurs
Henry Helper Any Voc-Tech	555-1313(w)	Helps w/Vic Tory's Refugee class (C+L)	6-9pm	Tues, Wed
Sara Sponsor Any Church	555-3333(w) 555-3113(h)	N.V. Hinh (V) D. Thanh (V) N. Thanh (V)	7-9pm	Wed, Thurs

* * * * * * * * * * * * * * * * * *

Lit=Literacy Student
GED=GED Student
M=Math Student

C=Cambodian
L=Laotian
V=Vietnamese
Ch=Chinese
K=Korean

RECOGNITION

Recognition is one of the most important parts of retaining volunteers. It needs to be an ongoing integral part of your program, not just once a year bash. Ultimately, a volunteer's pay is the assurance and recognition that he/she is a needed and respected member of a team. Because people have varied and changing motivations for volunteering, the volunteer manager should be attuned to different needs in terms of recognition. Helping People Volunteer by Judy Rauner describes an interesting way of showing appreciation as they could be linked to different motivations.

"Achievement

- Write a letter of recommendation with accomplishments identified in terms that can be used in business
- Provide training opportunities that encourage personal growth
- Send a letter of appreciation to employer

Challenge

- Involve in problem solving
- Use in emergency situations

Creativity

- Invite ideas regarding their own job placement
- Put up a volunteer suggestion box
- Listen to volunteer ideas

Independence

- Provide interesting job opportunities
- Offer good orientation and training

Make sure job change is an option
Check to see how things are going"[12]

In general, most volunteers find the greatest day-to-day satisfaction in knowing that what they're doing is helping others.

In addition to the recognition you provide your volunteers as an agency, there are several other kinds of freebies available. For example, there are federal tax deductions for some volunteer related expenses (see page 88.)

For senior citizen volunteers you may be able to take advantage of the Retired Senior Volunteer Program (RSVP a part of ACTION.) Insurance coverage and mileage reimbursement may be available for volunteers 60 years of age or over who are retired or semi-retired. (See resources page 93.)

RECOGNITION IS GOOD PROGRAM MANAGEMENT . . .

STANDARD	WHAT THIS TELLS OUR VOLUNTEERS
Well planned recruitment efforts targeted at populations that are needed	"We are looking for you." "We're asking for your help."
Complete, up to date applications that supply enough information to tell you if an interested volunteer might be appropriate for your program	"The person you are is important." "We're interested in finding out who you are."
Thoughtfully developed job decriptions reflecting the true needs of your program. (Involving staff in developing these helps bridge gaps and build partnerships.)	"We expect great things from you!" "We need your Help."
Sensitive screening and placement procedures matching a volunteer's time, skills and interests to jobs suited to them.	"We value your efforts." "We want this to be a good experience for you."
Appropriate orientation and training providing information about your agency, its role and areas related to the volunteer's job. Workshops, films, articles and books are added specials.	"We're willing to help you do your best."
Accurate record-keeping systems to include time sheets, program evaluations	"Your contribution is worth something to us."
Ongoing supervision and support can take the form of everything from regular staff meetings to informal coffee breaks to discuss your volunteer's progress.	"Your opinion is important." "We want you to grow."
Regular volunteer evaluation to let volunteers know how well they are doing - to help them plan for employment or educational opportunities or movement to other volunteer positions	"Your volunteer involvement is tangible." "We not only feel your input, we can measure it."

FEDERAL TAX DEDUCTIONS FOR VOLUNTEERS
National Center for Voluntary Action

A number of tax benefits are available for volunteers under the general charitable contribution deduction of the Internal Revenue Code. Volunteers may deduct unreimbursed expenditures made incident to rendition of services to a qualifying organization.

Qualifying organizations include: units of government; organizations formed for scientific, literary, or educational purposes; charitable groups; organizations for the prevention of cruelty to animals; organizations for national or international amateur sports competition; and certain veterans groups, among others.

Gifts to foreign governments or charities are not deductible.

The following are representative types of expenditures that may be deducted:

* automobile mileage (at 9¢ standard rate or actual expense)
* bus and cab transportation expense
* parking and tolls
* special uniforms
* telephone bills
* entertainment and meals for others
* costs of meals and lodging if away overnight
* travel expenses above per diem allowance
* tickets to charity benefits (excess value)

The following may <u>not</u> be deducted:

* value of volunteer time
* dependent care expenses
* your own meals and entertainment (unless away overnight)

In general, the following requirements apply to these deductions:

1. Must be amount actually paid during the taxable year, not just a pledge.
2. Must be made to a qualifying organization.
3. Must be actual out-of-pocket amount: if banquet ticket is bought, deduction is amount in excess of the value of the meal.
4. Must be recorded: volunteer should know name of organization to which contribution is made; amount and date of each contribution; and method of valuing in-kind contributions.
5. Where possible, especially for large gifts, statement of donation should be obtained from the donee organization.

A complete description of federal tax deductions for volunteers can be obtained free from your local IRS office Taxpayer Assistance Service. Ask for Publication #526, "Income Tax Deduction for Contributions."

101 Ways To Give RECOGNITION To Volunteers

THANK YOU

Danke

Spasiba

Cám ơn

GRACIAS

Personal Recognition

1. Smile.
2. Put up a volunteer suggestion box.
3. Ask for a report.
4. Send a birthday card.
5. Invite to staff meetings/ training/coffee breaks.
6. Be pleasant.
7. Use in an emergency situation.
8. Respect their wishes.
9. Keep challenging them.
10. Send a Thanksgiving Day card to the volunteer's family.
11. Say "Good Morning".
12. Greet by name.
13. Help develop self-confidence.
14. Take time to explain fully.
15. Hold rap sessions.
16. Treat to a soda.
17. Give additional responsibility.
18. Respect sensitivities.
19. Enable to grow on the job.
20. Enable to grow out of the job.
21. Ask client/student to evaluate their work service.
22. Say "Good Afternoon".
23. Honor their preferences.
24. Enlist to train other volunteers.
25. Admit to partnership with paid staff.
26. Take time to talk.
27. Utilize as consultants.
28. Write them thank you notes.
29. Nominate for volunteer awards.
30. Carefully match volunteer with job.
31. Say "Good Night".
32. Be a REAL person.
33. Provide opportunities for conferences and evaluation.
34. Promote a "Volunteer of the Month".
35. Send letters of appreciation to employer.
36. Say "we missed you".
37. Promote staff smiles
38. Special awards for extraordinary achievements.
39. Be familiar with details of assignments.
40. Say "Thank you".
41. Take to lunch.

Organizational Support

42. Maintain safe working conditions.
43. Invite participation in policy formation/planning.
44. Provide orientation and in-service training.
45. Provide useful tools in good working condition.
46. Make good plans.
47. Create pleasant surroundings.
48. Reimburse assignment related expenses.

47

VOLUNTEER RESOURCE BIBLIOGRAPHY

The Effective Management of Volunteer Programs

Marlene Wilson 197 pg., 1976
Volunteer Management Associates, 279 S. Cedar Brook Rd., Boulder, CO 80302

- This book is the leader in volunteer management and program planning.

Step By Step: Management of The Volunteer Program in Agencies

Marie MacBride 2nd edition, 54 pg., 1982
Volunteer Bureau of Bergen County, 389 Main St., Hackensack, NJ 97601

- This is a good, simple coverage of the basics.

How To Get The Most Out Of Being A Volunteer-Skills for Leadership

Emily Kittle Kimball 162 pg., 1980
Jordan Press, P.O. Box 39101, Phoenix, AZ 85069

- This is a great book covering everything from volunteer motivation to publicity for volunteer program.

Planning For A Change

Duane Dale and Nancy Mitiguy 87 pg., 1978
University of Massachusetts, Amherst, MA 01003

- This is a citizen's guide to creative planning and program development.

Winning With Staff: A New Look at Staff Support for Volunteers

Ivan H. Scheier 77 pg., 1978
National Information Center on Volunteerism, P.O. Box 4179, Boulder, CO 80306

- Written in a positive up-beat tone about a not too pretty subject, this is a new look at an old problem: inadequate staff support for volunteers.

Helping People Volunteer

Judy Rauner 95 pg., 1980
Malborough Publications, P.O. Box 16406, San Diego, CA 92116

- This a useable volunteer management workbook which asks pertinant questions and provides many true-to-life examples of volunteer utilization.

Survival Skills for Managers

Marlene Wilson 264 pg., 1981
Volunteer Management Associates, 279 S. Cedar Brook Rd., Boulder, CO 80302

- Marlene Wilson has written a clear 'handbook' of skills necessary for managers, including problem solving, stress and time management, and power and negotiations.

HANDBOOK SOURCE BIBLIOGRAPHY

1. Haendle, Connie, Literacy Volunteers of America, Inc. Organizational Management Handbook; Literacy Volunteers of America, 1976 pg. 84-85

2. Nathan, Cynthia, The Volunteers of the Seventies; Vocational Guidance Quarterly, June 1971 pg. 42

3. MacBride, Marie, Step By Step. Management of the Volunteer Program in Agencies; Volunteer Bureau of Bergen County, New Jersey, 1980 pg. 7

4. Ballenger, Bruce, "Why People Join" Community Jobs, April 1981

5. Americans Volunteer 1974, ACTION, Washington D.C.

6. Scheier, Ivan H., Winning With Staff; National Information Center On Volunteerism 1978 pg. 25

7. Ibid, pg. 19

8. Ibid, pg. 27

9. McAlea, Sean "Preparing The Volunteer For Work", The Best of VAL (Voluntary Action Leadership 1975-1979), VOLUNTEER: The National Center for Citizen Involvement, 1980 pg. 93

10. Volunteer Coordinator's Guide, prepared by the University of Oregon.

11. Scheier, Ivan H., Using Volunteers in Court Settings

12. Rauner, Judy, Helping People Volunteer; Marlborough Publications, 1980 pg.82

REVIEWING YOUR VOLUNTEER PROGRAM

A TOOL FOR
PLANNING OR
REDESIGNING
VOLUNTEER
PROGRAMS

Developed by the

VOLUNTEER BUREAU
VOLUNTARY ACTION
CENTER OF SEATTLE

A SERVICE OF
UNITED WAY OF KING COUNTY

PLANNING

WHY VOLUNTEERS?

- Are you clear as to why you need volunteers and how you will involve them?
- Have you analyzed the kinds of volunteers and skills you need?
- Will their participation enrich and extend your program?
- Will their involvement increase the community's awareness of the work you do?

ARE YOU INCLUDING IN YOUR PLANNING?

- A planning committee or task force which involves at least one experienced volunteer?
- Staff who will be working with the volunteers?
- Participation from clients . . . consumers . . . members . . . those who are the recipients of your agency's services?

HAVE YOU TAKEN THE PRELIMINARY STEPS TO DEVELOPING A VOLUNTEER PROGRAM?

- Does your agency have a statement of purpose and goals . . . do the purpose and goals translate into objectives for volunteers?
- Have you defined specific roles for volunteers which relate to those objectives?
- Does your agency see volunteer involvement as part of the total program?
- Are the Board, executive and staff in agreement with the values of establishing a volunteer program?
- Have you identified the necessary investments in staff time and in money required to build the volunteer program?
- Are board, executive and staff prepared to make the necessary investments?

DOES YOUR PLAN INCLUDE?

- How the volunteer program will be managed and the amount of time required to develop and maintain a high standard of program?
- A consideration of the benefits of a full-time volunteer program manager?
- Job descriptions for each volunteer which ties the work to an objective?
- A plan for orientation, training, on-going support and evaluation?
- The allowance for sufficient time for a pilot program to help you foresee possible problems and to reconsider and make changes where necessary?

RECRUITMENT

HAVE YOU ORGANIZED A COMMITTEE TO HELP WITH THE RECRUITMENT WHICH INCLUDES?

- People who represent target groups from which you wish to recruit?
- Those familiar with your services, such as board members, staff and former satisfied clients, consumers or program participants?
- Individuals with publicity skills?
- People experienced in different aspects of the media?
- Members of the community who have shown interest in your program?

DO YOU HAVE A PLAN FOR THE RECRUITMENT OF VOLUNTEERS?

- Are you specific about the volunteer jobs and kinds of volunteers you are seeking?
- Are you prepared to keep the recruitment process continually alive?
- Have you included a way to analyze your approach and timing so you are always open to refining the procedures to your advantage?

DOES YOUR PLAN INCLUDE IDENTIFYING AND RECRUITING FROM SPECIFIC TARGET GROUPS?

- Retirees? Students?
- The religious community? Special concerns organizations?
- Craftspeople? Skilled workmen and women?
- People who are free during the day, evening or weekends?
- Volunteers from the work place whose employers encourage participation on their time or offer release time from work?
- Satisfied former clients, consumers or program participants?

ARE YOU PLANNING TO SEEK OUT VOLUNTEERS WHO CAN ENRICH THE LIVES OF OTHERS BY ENHANCING THEIR SELF-IMAGE?

- Beauticians, dance teachers, musicians, artists?
- Job skill developers?
- Assertiveness trainers?
- Designers of fashions from discards?
- People with coping skills to help with budgeting, bureaucratic systems, day-to-day concerns?

DOES YOUR PLAN INCLUDE WHEN AND WHERE IT IS BEST TO RECRUIT FROM SPECIFIC TARGET GROUPS?

- Fall . . . right after the first of the year . . . late spring . . . during holidays?

INTERVIEWING - SCREENING

IS THERE A PLAN FOR INTERVIEWING THE PROSPECTIVE VOLUNTEER BEFORE WORK IS STARTED?

- Have you selected an appropriate setting?
- With sufficient time to interview comfortably?
- With someone to interview who is adept in interviewing and screening and who can evaluate the prospect's skills?

HAVE YOU DESIGNED APPLICATION INFORMATION SHEETS WHICH WILL?

- Gather only pertinent data consistent with current affirmative action policies?
- Discover the volunteer's particular capabilities, interest, experience, limitations as to time and energy through the use of open-ended questions?
- Lend focus to the interview, serve as a tool for screening and assist in your making a decision?

DOES THE INTERVIEW PROCESS SERVE AS A TOOL FOR SCREENING AND PLACEMENT?

- By your clarifying what has motivated the prospect to volunteer?
- By your reviewing the appropriateness of that motivation to your agency?
- By determining whether the volunteer can assist in meeting the agency's objectives and needs?
- By identifying where mutual expectations can be achieved?
- By determining whether the volunteer's availability will meet the agency's need in terms of length of service and scheduling?

HAVE YOU DISCUSSED PREPARATIONS FOR ASSIGNMENT?

- By detailing the orientation, training and supervisory plan?
- By describing any needs for uniforms, purchase of supplies, resource materials and any other necessary equipment?
- By scheduling hours, days, date of starting and naming person to whom volunteer reports?

IT IS IMPORTANT TO DISCUSS THE PHILOSOPHY AND APPROACH OF YOUR AGENCY TO BE SURE IT IS COMPATIBLE WITH THE VOLUNTEER'S VALUES.

TRAINING

HAVE YOU PREPARED A TRAINING MANUAL OR OTHER LITERATURE TO HELP VOLUNTEERS KEEP IN MIND THE THINGS THEY NEED TO KNOW?

HAVE YOU OUTLINED A PROCEDURE FOR TRAINING WHICH INTERSPERSES?

- Suggested reading?
- Films and video?
- In-house workshop sessions which provide experiential learning?
- Participating in simulated job situations . . . role play?
- Talking to people who have volunteered in similar positions?
- Training with staff, clients or program users?
- On-the-job training?

DO YOU HAVE A PROGRAM FOR ON-THE-JOB TRAINING WHICH MAY INCLUDE?

- Participation in group sessions with other volunteers and staff?
- Supervised on-the-job experience which is immediately evaluated?
- Inviting volunteers to participate in training sessions available to paid staff?
- Designing training to meet needs as identified by the volunteer?

DO YOU SEE TRAINING AS CONTINUING EDUCATION WHICH INVOLVES VOLUNTEERS IN AN OPPORTUNITY FOR GROWTH?

- By designing advanced training within your own program?
- By participation in seminars?
- Involvement in workshops?
- Enrollment in adult education classes?
- Taking university extension classes or management classes?

IS THE TRAINING RELEVANT, REWARDING, INFORMAL AND ON-GOING?

IS THE TRAINING OFFERED AT TIMES CONVENIENT TO THE VOLUNTEERS?

STAFF INVOLVEMENT IN TRAINING ORIENTS THEM TO THE VOLUNTEER PROGRAM AND HOW IT RELATES TO THEIR OWN JOB OBJECTIVES.

THE PROCESS OF DESIGNING, PROVIDING AND EVALUATING TRAINING TRAINS THE TRAINERS.

- Notification of absence, vacations or other time adjustments?
- Preparation and completion of assignment?
- Participation in training and any necessary meetings?
- Accepting policy and philosophy of agency?
- Making known any special needs and requirements?

ARE STAFF, VOLUNTEER AND CLIENTS INFORMED OF THE CHANNELS FOR HANDLING TENSIONS OR MISUNDERSTANDINGS WHICH MAY OCCUR IN THE MATCH OR PLACEMENT?

IS THERE A REVIEW OF THE ASSIGNMENT?

ARE VOLUNTEERS ASSIGNED TO A SPECIFIC JOB FOR A "TRIAL PERIOD" AT THE END OF WHICH THEY MAY?

- Continue in the same job?
- Be assigned to another?
- Withdraw altogether?

DO YOU RECOGNIZE THAT MISPLACEMENT MAY CAUSE UNSATISFACTORY PERFORMANCE AND TRY TO GIVE VOLUNTEERS ANOTHER OPPORTUNITY TO USE THEIR SKILLS PRODUCTIVELY?

DO VOLUNTEERS HAVE OPPORTUNITIES?

- To change from one type of service to another?
- To learn new skills?
- To assume positions of greater responsibility?

DO VOLUNTEERS FEEL COMFORTABLE ABOUT?

- Terminating their service with the agency?
- Seeking experience in another agency?
- Conferring with the Volunteer Bureau Voluntary Action Center for new opportunities?

DO YOU MAKE EFFORTS TO SEE THAT VOLUNTEERS TERMINATE THEIR SERVICE WITH A POSITIVE FEELING TOWARD THE AGENCY?

ARE VOLUNTEERS KEPT INFORMED OF AGENCY NEWS AND ANY CHANGES IN AGENCY PROGRAMS?

DO VOLUNTEERS KNOW HOW THEIR WORK FITS INTO THE TOTAL ORGANIZATION?

EVALUATION

IS THERE A PERIODIC EVALUATION OF THE VOLUNTEER PROGRAM?

IS IT TIED INTO THE AGENCY'S OVERALL EXAMINATION OF GOALS AND OBJECTIVES?

DO STAFF, BOARD, CLIENTS AND VOLUNTEERS ALL PARTICIPATE IN THE EVALUATION?

IN EVALUATING THE VOLUNTEER PROGRAM DO YOU?

- Determine how well specific program objectives have been met?
- Ask if the program objectives were appropriate?
- Reassess the need for the program?
- Recognize problems encountered?
- Look at the organizational structure as well as the content?
- Consider staff time required for the volunteer program?
- Review the sufficiency of the staff support?
- Include an assessment of the agency's support of the volunteer program?

IS THE INVOLVEMENT OF VOLUNTEERS IN YOUR AGENCY EXAMINED IN TERMS OF?

- How it enriches existing programs?
- Specifics on how and which services are being extended?
- Inaugurating new services?
- How well they reflect the community and interpret to the community?
- Aspects which volunteers alone can contribute or bring into the client relationship?

DO YOU SHARE THE INFORMATION GAINED FROM THE EVALUATION WITH ALL PARTICIPANTS AND INTERESTED COMMUNITY?

DO YOU HAVE A PROCESS FOR TRANSLATING EVALUATIONS INTO POLICY, PROGRAM PLANNING AND ORGANIZATIONAL DECISIONS?

THE VOLUNTEER SERVICES DEPT. OF UNITED WAY IS READY TO ASSIST IN ALL PHASES OF THE DEVELOPMENT OF YOUR VOLUNTEER PROGRAM AND TO SERVE AS A CONSULTANT WHEN THERE ARE CONCERNS AND PROBLEMS NEEDING ATTENTION.

Volunteer Services Department
107 Cherry Street
Seattle, WA 98104
447-3765

South County-Branch
305 South 43rd Street
Renton, WA 98055
226-0210

Volunteerism: The Dilemma and the Challenges

Randall Dick, Coordinator, Indochinese Program

In October of 1981 the Clark College Indochinese Program began a modest volunteer program to provide some ESL to those refugees who had been forced out of our program due to reduced funding. In time it has also become a holding pool for those students who are waiting admission into regular classes. By late January we had prioritized six different categories of refugees, both in the Indochinese Program and those refugees enrolled in regular college courses.

We have worked principally with college tutors who are given credit through the college tutoring program; however, more and more volunteers are coming forth from the community who have heard of our program or who have been recruited through Laubach workshops. During the first month we were fortunate to find one of the key people who has been instrumental in our success. Dorothy Parkin taught general curriculum and ESL while living for fourteen years in Australia. She brings a number of fine qualities that are critical to our effort, both as a tutor and an organizer; Dorothy is currently co-coordinating with Trish Jennings.

Trish is a VISTA volunteer who began working and tutoring in our program in January. She is doing most of the day-to-day tutor/student contact, testing, developing materials and writing curriculum. In addition, she has begun to resurrect the Laubach training sessions, something Vancouver has not had for a long time. In retrospect, three key factors have emerged that anyone should consider with the inception of a volunteer program.

1. Institutional or agency support is necessary throughout the program, both as a focus of organization/referral and as the place to conduct the tutoring and training sessions.

2. Key staff (preferably salaried staff) are critical at the beginning and necessary during the entire effort. Volunteer programs are successful because one or two key people make them work. Contrary to agency notions, volunteer programs create more work and demands on staff members and existing programs, not less.

3. Volunteer programs require some seed funding. Materials are needed. Workshops and training sessions are an ongoing demand. It is desirable to show your appreciation to the tutors from time to time, if no more than a coffee hour and a certificate of appreciation. All of these things require funding. There are other factors that may make it easier or more difficult to begin volunteer efforts, but they can be dealt with too. What is important is to begin.

It is the intention of the Indochinese Program at Clark College to continue teaching ESL by funded and/or contrived means. The refugees, who have come so far by any standard, are exemplary in having survived a harrowing situation that few of us can comprehend. In their quiet and stoic endurance they continue to show us what it means to survive, to keep going with little or nothing to sustain them. Can we do any less?

Refugees participating in:		Refugees on waiting list:	42
ESL classes	109	Volunteer tutors:	26
Vocational training/VESL	30		
Tutoring	55		

Clark College
5/17/82

JOB DESCRIPTION

TITLE: English as a Second Language Tutor

Requirements: Over age 18
Car helpful
Speaks, reads, and write English fluently
Has a desire to help Indochinese refugees

Training: Must attend as many training sessions as possible during first quarter of tutoring -- OR -- Attend a Laubach ESOL Workshop and orientation to the Clark College program.

Activities: Plan lessons for and tutor 1 to 3 refugee adults in English at least 1½ hours per week, keep a notebook on student progress for your own personal use.

Location: Clark College, the students' home, the tutor's home, or other mutually convenient location.

Time: Flexible, no less than 3 hours per week for students not in other classes, 1½ hours per week for students in other classes. Specific times and locations are to be worked out with the student and the Indochinese Department. Commitment is for one college quarter.

Responsible to: Indochinese Program Coordinator
Students

Benefits: Training
Cross-cultural experience
Party at the end of each quarter

Clark College Refugee ESL

WEEK (of the quarter)	ACTIVITIES
I	Orientation Match students with tutors Tutors observe teachers in classroom
II	Introduce students and tutors Tutoring begins Plan Week III training
III	Tutor training: Tutoring techniques Contact Cultural representatives for Week V training
IV	Contact teachers for Week IV training Make Tutoring Schedule
V	Panel (or Speaker) on cultures Observe tutoring sessions
VI	Begin planning party
VII	Teachers' presentations Distribute party invitations
VII	Evaluate previous training sessions Plan Week IX training
IX	Training: more ESL Techniques Buy supplies for party Survey tutors re: plans for next quarter
X	Plan dates for next quarter's training sessions; notify RSVP, the Volunteer Bureau, The Progress, and prospective tutors. Make new tutor handbooks as needed
XI	Party

ORIENTATION
AGENDA

AGENDA

5:30	Introductions	Trish	p. 1
5:40	Rights/responsibilities of the volunteer	Trish	p. 2,3,4,5, Tutor questionnaire, Job description, Tape contents, Sample time sheet, Parking form
6:15	Cultural background of refugees	Randy	CAL handouts
6:25	Shock Language, culture shock	Trish	p. 6,7,8
6:45	Break		
7:10	Educational needs of students, levels, Introduce Benchmarks	Dorothy	Benchmark Handouts
7:20	Introduce teaching steps (from Laubach)	Trish	Summary of teaching steps
7:40	Introduce lesson plans/Plan a Lesson	Dorothy	p. 9,10
8:10	Literacy Methods, materials	Randy	
8:30	Questions	All	
8:40	Dismiss		

2nd Training Agenda

AGENDA

5:30	Tutors share	
5:45	More of Haverson's literacy materials	Randy
6:15	Laubach conversations skills	Trish
6:45	Learning Packets (?)	Dorothy
6:50	Housekeeping	
7:00	Dismiss	

3rd Training Agenda

AGENDA

5:30 Tutor sharing...Progress and Problems

5:50 Advice/Admonition from Randy Dick

6:00 Guest speaker: Clark College Bilingual Aide (Cambodian)
Bilingual Aide (Laotian); Student (Vietnamese)

6:30 Questions

6:45 Dismiss

The following text has been recorded in Cambodian, Laotian, and Vietnamese and is available in the LRC for your students to listen to when you first meet.

++

The purpose of this tape is to introduce the Clark College tutoring program to you, including: what to do in English class, what to do on a field trip, what to do with the tapes and books and what to do if you can't come to class.

First, what to do in English class. Speaking is more important than reading and writing in class. You should try to speak English as much as you can, and don't be afraid of making mistakes. You can read and write outside of class, but class time is a good chance to speak English with an American instructor. The more you speak with your teacher the more you will learn. If you don't understand something, ask! Americans want you to ask questions. They won't be offended, and this is a good way to learn some important things.

Second, what to do on a field trip. A field trip is leaving the classroom with your tutor to practice speaking English. Listen carefully to your tutor and walk with, not behind, your tutor. This makes your tutor more comfortable and conversation easier. If your tutor walks too fast, ask him/her to slow down. (Note to tutors: In some cultures it is a sign of respect for a teacher if the students follow behind, and this has been a minor problem for some of our tutors.)

Third, what to do with the tapes and books. Ask your tutor to show you how to check out the books and tapes (New Horizons.) You can use them any time you are at school. The tapes will help your pronunciation a lot if you listen carefully and are not afraid to speak outloud. Do not take the tapes home with you, return them to the secretary at the desk.

Fourth, what to do if you can't come to class. As soon as you know you can't come, call the Indochinese office and tell them your name, your teacher's name, and that you can't come. Some of the tutors drive a long way to school, so knowing that you are not coming will help them. If you have more than two unexcused absences you will loose your tutor. If your tutor can't come we will contact you.

Finally, welcome again to the tutoring program. Your tutor is a volunteer and is not paid, but teaches because s/he want to. We hope you will be very successful in your efforts to learn English.